Kindergarten Messenger.

NEW SERIES.

Nos. 9, 10. SEPTEMBER AND OCTOBER, 1877. Vol. I.

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1877.

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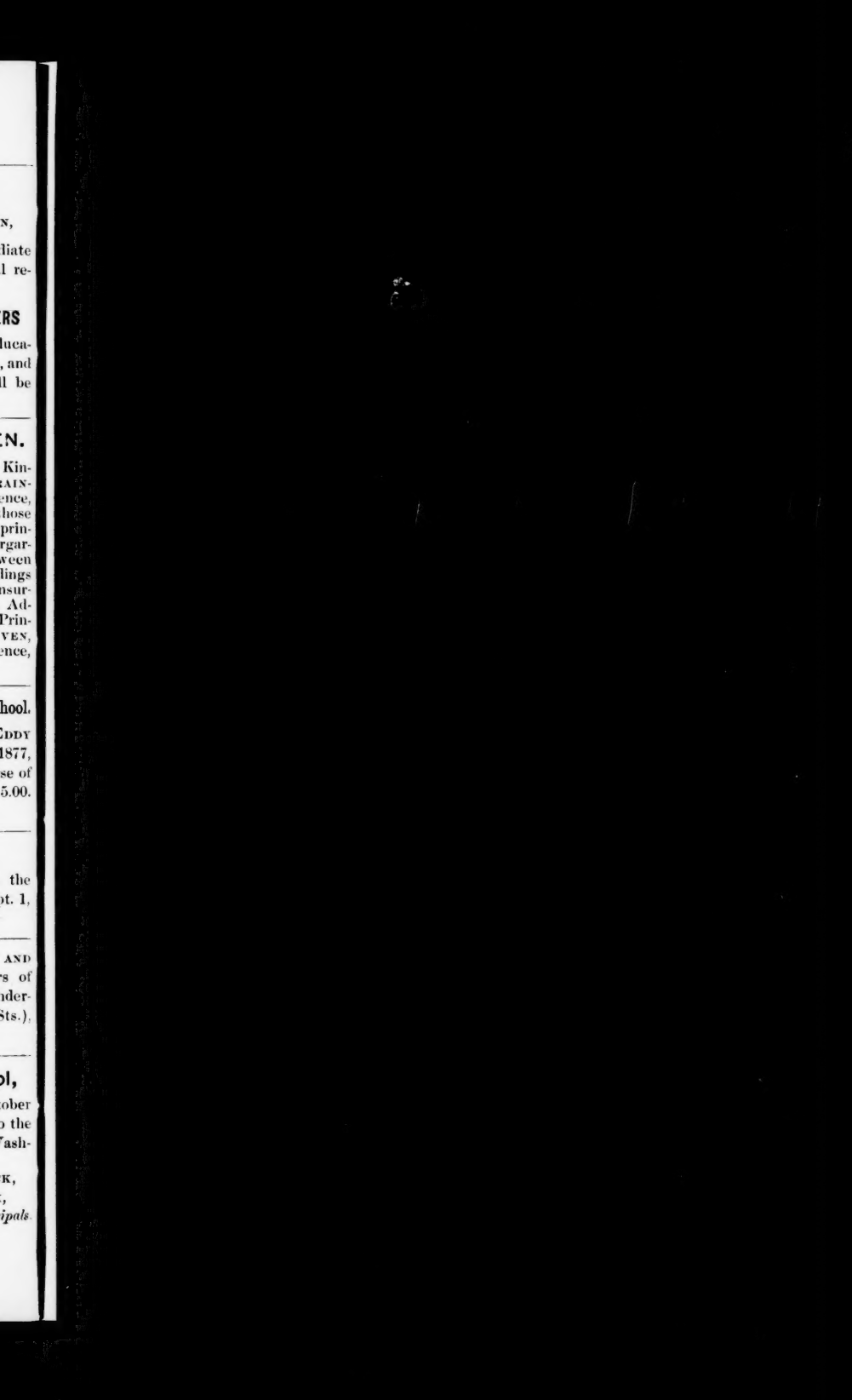

KINDERGARTEN MESSENGER.

New Series.

Nos. 9, 10. SEPTEMBER AND OCTOBER, 1877. VOL. I.

A TALK IN A KINDERGARTEN.

ON a visit to Mrs. ———'s Kindergarten I heard the following conversation: —

"I have learnt to do this drawing so that I can do it easily now," said a little boy, apparently of about six years of age.

"Yes, you have improved very much in your drawing," said Mrs. ——. "How pleasant it is to improve, is it not?"

"I have improved too," said one or two other children.

"We improve every day, if we try to do things well," said Mrs. ——. "If we did not improve all the time we should not be worth much. Do you think the fishes in the aquarium improve?"

"No: do they?"

"No, I think not. That is just the difference between you and them. They seem to know every thing they ever know, when they first swim round. They do not seem to think. They like to swim round, and to eat; but that is all they do. We learn new things all the time, because we think. That is why we have such a pleasant time."

"When I came here first," said a bright-looking little fellow of four years old, "I could not do any thing. I did not know how to hold the pencil; but now I do. And I used to put the thread over the edge of the card; but I don't now."

"I could not weave at first. I could not put two over and one under; but I can now," said another little one.

"I think it would be a good plan," said Mrs. ——, "if each one of us should think what he needs to improve in most. Some of us have one kind of a fault, and some another; but we all need improving in something. Let us all sit still a few minutes, and think what we need to improve in most. I shall not ask any one what they think. I know what I wish to improve in myself; and I think every one will know, if he only ask himself. That is what I call *meditating*. It does people a great deal of good to meditate. They can always grow better for it; and God is the only one that needs to know what you are meditating."

There was profound silence for a few moments. As soon as the children began to stir, Mrs. —— said, "Now you have all had time to think, and I have no doubt you will all be better for it. I have been thinking that I wish I knew more about numbers."

One little fellow said, "I know about numbers." I found he was one who was specially bright in that direction, and who had the greatest enjoyment in seeing new relations of numbers. He did not go on to reveal his private meditations; but one very little boy said, "I will mind Mary better." (Mary was the nurse who brought him to school.) Another said, "I won't cry so much." Another one said, "I get angry sometimes." These were all the confessions; but every face showed that they had been "meditating," and I observed that the confessions thus voluntarily made were all of moral delinquency, though I had confessed only an intellectual one.

"It is a nice time to meditate when one first wakes in the morning," said Mrs. ——. "Then every thing is quiet, and we can think what we are going to do during the day. What is the difference between us and the fishes and the kitten," she asked of a little girl who looked very intelligent.

"They can't meditate; but we can," she said.

"Yes: the animals do not seem to think whether they are doing right or wrong, but do just as they please. But sometimes one animal shows love for another, and will bring it food. I once knew a rat that fed a poor old blind rat for a long time. I think it was, perhaps, its mother or grandmother. And cats love their children as long as they are nursing; but, when they do not need to nurse any longer, they do not seem to love them, — they growl at them, strike them with their paws, and sometimes bite them. Is that the way our mothers do to us when we grow up?"

"No, no," was the answer.

"No: our mothers try to make us improve all the time, and people who are not our mothers try too: and we can go on learning all the days of our lives; and we never can learn every thing that is to be known; there is so much to know. I can tell you a story of a very learned man. One day he laid his hand on the table, and said, 'It would take me more than three times as long as men ever live to learn all that is under my hand!'"

"Why!" was the exclamation this elicited.

"What was under his hand?"

"The table, I suppose."

"What was under that?"

"The floor."

"And under that?"

"The cellar," one said.

"And under the cellar?"

"The ground."

"And under the ground?"

The children began to laugh.

"Does not any one know what is in the ground?"

"Stones."

"Yes, stones of many kinds, and seeds, and worms, and many other animals, and water, and a great, great many things besides. And how thick do you think the ground is under your hand?"

No one knew.

"It is thousands and thousands of miles thick before you get to the other side of the earth; and under that is air, and in the air, or what you call the sky, are stars that are other worlds full of things: but it would take more than three times as long as men live to learn all that is under one's hand, on this round earth that we live in. Do you see that ball hanging from the lamp? That is the shape of the world you live in; you live on the outside of it, just as the fly does that you see crawling on that ball."

The attention of the children had not flagged through all this talk; but Mrs. —— now said, "Now we will have a ball play, and when you are tossing the balls you can play that you are all giants, tossing worlds about through the air. This earth that we live on is riding along all the time in the air."

"What holds it up?" asked one child.

"God has a way of holding it up that you cannot understand yet; but, when you know more, you can learn something about it. Do you believe the fishes can ever know?"

"No, no," was the cry, and the merry laugh accompanied it;—and the ball play was all the merrier for the close attention they had been paying.

MRS. VESPA.

One warm morning in spring, after the snow had melted, and left the ground quite bare, an old wasp flew out of a little hole on the side of a bank. She was lame, for she had been cuddled up in such a tiny corner all winter that she couldn't use her wings much. They were so stiff that at first she could hardly fly. But after moving about in the sun, and warming herself thoroughly, she felt better, and hurried off to find a place to start a new home.

Presently, she spied a little hole where some field mice had lived. She flew into it, looked all about, and thought: "Now, this is a very nice place. I can make the hall longer, and down there at the end of it is a lovely place for a nursery. It needs a good cleaning and papering; but that I can easily do."

After Mrs. Vespa (this was the wasp's name) had once made up her mind to do a thing, she generally went about it pretty quickly, and she worked steadily too. So now, while she stood in the doorway, although it was pretty dark, her bright eyes spied some bits of old potato and turnip, some dirty moss, and other rubbish that the mouse had left when she moved, and Mrs. Vespa began at once to carry it out. She gathered it all up into little heaps, and pushed it out of the hole with her strong jaws. Then she began lengthening the hall, carrying every bit of the earth out herself, for she was all alone.

She made the passage about an inch wide, and eighteen inches long; but she decided that it must *not* run straight to the nursery, but go in a zig-zag direction, — that no one might reach her babies to harm them. This room at the end of the winding hall was to be nice and large, — about twenty inches across the widest part. It is true there were no windows in it; but that was all the better for the baby grubs, for the light wouldn't hurt their eyes.

After it was dug out the right size, Mrs. Vespa began to wonder how she could get the paper for the walls and ceiling. There was no place where she could buy the right kind; so she said she would make the paper, as well as paste it on. She flew out of the darkness to an old decayed oak post, which stood in a garden near by, and with her mandibles (as wasps' teeth are called) began to tear off little tiny splinters; and these she would again tear until they were like very fine threads of wood, about a quarter of an inch long. These she gathered into little bundles, and bruised them by trampling on them until they were matted together, though they were still quite dry. "Now," said Mrs. Vespa, "that's about all I can carry at one time. I'll take this load home, and come back for more."

But, just as she was flying off, a gentleman, who had been wondering what she was doing, caught her, so that he could look closely at her package. He had seen the inside of a wasp's house, and wondered where they got their bluish gray paper to line it with; and he thought he would make Mrs. Vespa tell him. But she didn't treat him very politely. Instead of waiting till the gentleman had done examining her little load of wood, she squirmed about, and stung his hand very badly. That was enough to make him drop her at once; and off she flew, terribly frightened, to her new house. She kept tight hold of her precious bundle till she got safely into the hall, and then dropped it on the floor. "Oh, dear!" she thought, "that great giant of a man has frightened me so that I can't work any more. It *wasn't* very kind to sting him as I did, for I don't believe he meant to hurt me, after all; but, then, he

must keep his hands off of me! *I* haven't time to stop for people to look at me." After resting a little till she got over the fright, she jumped on the bits of wood, and, dampening them with some juices from her own body, she kneaded them with her feet, and chewed them till the lump was like smooth paste.

"Now, I call that good," she said to herself, "and it's all ready to be spread on the walls." So taking as much of it as she could easily carry, she flew to the ceiling, and, walking backwards and forwards, she spread it all over, as far as it would go. Then she got some more, and put that on, too, working downward all the time. "Yes, that's very good paper," she thought; "but it's no thicker than tissue paper, and won't hinder the sand and earth from falling into those precious cradles that I'm going to have in here. I must have another layer."

So she flew back to the old post, looking carefully to see if "the giant," as she called the gentleman, was anywhere near. She saw nobody; for the man had gone to tie his hand up in some wet earth, to take out the pain of the sting, and Mrs. Vespa had no trouble in getting all the material she needed for *fifteen* layers of paper. These sheets were not pasted on flat and close, as our walls are papered, for this little worker thought it would be better and warmer for the babies, if she should leave a little space for air between the middle and edges of each layer; it would be softer, too, in case she should bump her head while working fast.

After the house was done, it was time to get the furniture in. The furniture was nothing but little six-sided cribs, like those the baby bees sleep in, only deeper. There were to be rows and rows of these cribs, for she meant to have a great many children.

She now made some very strong paper posts, large at each end, and small in the middle. There were about thirty of these. One end of the post was fastened to the ceiling; to the other was fastened a round hanging floor, made of the paper; and on this floor were the cribs, just as close together as they could be packed.

"Now I can put my eggs in their places, and how glad I am!" thought Mrs. Vespa. "I'll fill the little cribs first, and, while the grubs are hatching, I'll be getting some food ready for them." So the eggs were laid, in such a way that, when the grubs came out, their heads were downward. For the little mother laid the food for each baby at the bottom of its bed, so that the little thing could reach it by itself.

In a few weeks, all Mrs. Vespa's children had grown as large and strong as herself, so that they were able to help her make more cribs. As fast as one perfect wasp came out, the cell was nicely cleaned, and a new egg was laid in it; and the mother wasp soon

found that, instead of being alone, she had ever so many children and grandchildren, all living in the same house, and working with her.

Some of her children began to think that they would go off and build a new home for themselves; but Mrs. Vespa couldn't bear to think of parting, so they all staid together till winter.

One cold day, the old Mrs. Vespa said she thought that, as Jack Frost was coming around again, they'd better take all the eggs and grubs out of the cells, and destroy them; for there was not food enough of the right kind for the wee ones to eat, and they would only starve to death slowly; so the next morning, which was very cold, they all went to work, and tore down every cell which had any thing in it, and completely destroyed it. After this, the older wasps huddled together, and went to sleep. Many of them never awoke, for it was a bitter cold winter, and they were frozen. Those who were in the warmest corners of the house slept safely until spring came round again, when each set out to find a new home, which was planned and built as they had seen their mother work on the old one where they had passed so many busy and happy days. For Mrs. Vespa had been a very wise mother, and taught her children to do every thing that she knew how to do herself; and the little wasps were very good children, and thought making paper and building cells for their little brothers and sisters was real good play.

A. H. PUTNAM.

THE "REMINISCENCES OF FRÖBEL" have at last been put into the market by Lee and Shepard; and the "Daily Advertiser" of August 13th has welcomed it by a genial and appreciative review, which cannot but incite the thoughtful, whether parents or not, to seek its *original* pages.

If the leading religious papers would copy this review into their columns, it would give a great impulse to the reading of a work, which, in its turn, cannot but extend Kindergartens all over our enterprising country; which, as it will be seen, Fröbel looked to as the one to domiciliate his new education. Nothing short of his *unity of life* can be the soul of a nation whose motto is, *E pluribus unum*.

KINDERGARTEN IN CALIFORNIA.

GOOD news is received from Los Angeles, California, where it is to be hoped that a genuine *Kindergarten-underpinning* for the public education will be laid; for W. H. Barbour, of Orange, California, writes, July 3d, to the editor of the "Express," of Los Angeles, thus:—

"Allow me, through your paper, to say a few words about an institution that has not been noticed by the press of Los Angeles City as much as it deserves. I refer to the Kindergarten, which Miss Emma Marwedel has opened within the last year on Hill Street. On last Friday, she had some public exercises of the children; and this seems to be an opportune moment to say something of the system generally, as well as of the school in Los Angeles especially. The Kindergarten system was first elaborated by Fröbel, of Germany. Earnest thinkers had previously felt the need of such a system; but no one had the genius to create it as a whole — to present both its theoretical and practical side — before the profound and versatile intellect of Fröbel brought order out of chaos, and light out of darkness. Fröbel was treated with contempt, as a dreaming idealist, for many years; but his system, after half a century of criticism and scrutiny, has asserted itself in Germany, and is now asserting itself in America.

"The object of Fröbel, as of all great reformers and philanthropists, was to teach men and women to *live; i. e.*, to live so as to get the greatest amount of happiness out of life. To do this, he practised the most rigid economy of all the powers both of body and mind. He allowed no faculty of either to lie dormant or undeveloped. In order to be as economical as possible of human powers, he began to guide their exercise in infancy. Because of this early training, many have thought that he forced children forward too rapidly; but nothing was more foreign to him than forcing. If a child showed an unusual tendency to development in one direction, he restrained that tendency, gently but firmly, so as to turn its energies into other channels. This system would thus discourage special precosity and one-sidedness, and produce a harmonious development of all the powers. He avoided mental precocity, not only by directing the mental powers into different channels, but also by paying careful attention to training every part of the body as well as of the mind. It was one of his fundamental principles, never to exercise a faculty either of body or mind so as to weary it or develop it unduly.

"Fröbel reached the mind of the young child through its senses. This system is pre-eminently adapted to the cultivation of observation. Strictly in accordance with his rigid economy of physical and mental energy, he attempted to get every thing out of *hearing*, *sight*, *touch*, *smell*, and *taste*, that can be obtained from them in infancy and early youth, when these powers are most susceptible of cultivation, and when the mere exercise of them is the greatest of pleasures.

"In Fröbel's system, the moral part of a man's nature is educated

by a conscientious regard for correctness and truth in all that the children do, and in requiring them constantly to help each other.

"In the exhibition last Friday, Miss Marwedel's pupils showed the wisdom of Fröbel's system, as well as the skill and proficiency which she possesses as a teacher. The graceful evolutions through which the children went in their plays and marchings were worth all the trouble that has been bestowed upon them, to say nothing of what they have learned about the use of language in describing what they do and see, or of the still more important lessons in *independence*, *kindness*, and *helpfulness*, which have been thoroughly impressed on their youthful minds. We earnestly desire to see the people of Los Angeles appreciate Miss M.'s school as it deserves. It will be an ornament and a blessing to the city, county, and State. W. R. Barbour."

July 31st, two months after, we find this paragraph in the "Republican:" —

"We understand that three young ladies graduated the other day at the Los Angeles Kindergarten Normal Institute, and received diplomas certifying that they were fully qualified to teach according to the Kindergarten system. Their names were Miss Kate D. Smith, Miss M. E. Hoyt, and Miss Nettie Stewart. Each lady read a carefully prepared thesis, elaborating some branch of Fröbel's admirable system. We learn that one of the graduates, Miss Smith, will open a Kindergarten school in Santa Barbara. Why cannot we have an experimental Kindergarten class started in connection with our public schools? A single class was attached to the St. Louis public schools a few years ago, under the direction of Miss Blow; and now there are thirty Kindergarten classes in the St Louis public schools, which are held in such high estimation by the people of that city that no politician, we are assured, dare attack them.

"Why should we not avail ourselves of the advantages of the New Education, if it be true, as it is claimed by all who have tried it, that it is so much better than the old? We would suggest that our Board of Education take the matter into consideration. K."

Miss Marwedel's Kindergarten teaching is of a high order. She attaches her little pupils to herself, very strongly in most instances. Writing to a friend who was struck with the spirit of artistic invention that characterized her little pupils in Washington, she says: —

"If you should see the work again accomplished here (Los Angeles), if you should witness the neatness and preciseness with

which it is done, and the genius shown, not only in the designs (of formation) but in the combinations of colors, you would say again what you said then. I go so far that each child has to find its *own* place either when sewing or drawing an invention, — its *own* middle point, and the distances on the right and left. I prefer, a great deal, to give a sheet of paper or Bristol board, for them to cut, than to spare the great educational benefit of painful mistakes that they themselves learn to remedy. Why is it that, again, I have a number of natural artists? Is it that I lead their work? or, is it not that I lead their little souls to the everlasting fields of beauty in general? I never had children trusted to me, *so completely under my own guidance;* and I confess I never dreamed of such perfection in marching, such precision and beauty of motions. But I systematize even this, and will publish it. Already I have the children so developed that to any *new* tune they make their rhythmical motions spontaneously and marvellously: in general, they make the same, and more appropriate than I would think of."

ECONOMY IN KINDERGARTEN.

Mrs. Thorpe, kindergartner of the Church Home, Angora, near Philadelphia, writes to us very sensibly, under the date of August 1st. (Let charity kindergartners take notice.)

"There is a growing tendency, on the part of newly fledged kindergartners, when they first launch forth from the training class and establish Kindergartens, to an extravagant outlay and expenditure, which seems to me inconsistent with Fröbel's ideas of economy. Concessions must be made, I know, to the onward progress of our great educational system. But great objections have been brought forward to the system, on account of this want of economy: and sending children to Kindergarten comes to be a privilege reserved to the rich; the completeness and nicety of conditions, the uniform appearance of the furniture, the quantity of the prepared material, and the rare flowers in the windows, becoming of paramount importance, while the care of the young souls and minds, for the time being, is, as it were, of minor importance. Why should Kindergarten be so expensive in America; for, certainly, great simplicity and entire freedom from vain show were the fixed ideas of Fröbel? Did he have a Steiger to send to for prepared material to work with? As I understand, he had the most crude tools for the manipulations, — the children cutting their own paper for folding, and saving the scraps for intertwining; the older children often

prepared the materials for the younger ones, and waited to put the finishing touches, till able to accomplish the work by themselves.

"There is a certain successful Kindergarten in one of our large cities that betrays external motives. The windows are filled with rare exotics, furnished by a popular florist. As soon as the flowers wither, they are replaced by fresh-blooming plants, so that they always have the same attractive appearance *to the outside world.* Now, answer me this question: Do the humble and sometimes unsuccessful efforts of the children, in their planting and growing of seeds, contrast favorably or unfavorably with these bright, ever-blooming flowers in the window? Are the children not apt to be discouraged with their own plain and homely work, in that particular point of view? Is the sense of beauty gratified without satiety? It seems to me that there is great danger of insensibility and indifference, when the right means have not been used to coax forth that sweet spirit of appreciation which is so important an incentive to young minds.

"Children brought up in the city are more or less exposed to a certain influence of satiety, by having their appetites pampered; and it is a positive relief to escape from this influence, and be thrown into an atmosphere of plainness, and freedom from the constraints of elegant homes. Hence the attractiveness to them of Kindergartens that have no artificial surroundings: the plainness stimulates their inventive powers. Give the children the means and method of decorating and improving the room. This will call forth their power of combining harmony and love with their work. Let them collect flowers, grasses, autumn leaves, so that their young minds can take in the riches of nature and the full power of impressions; then the room will become a repository of fanciful inventions from their own creative minds, and the work of their own busy little fingers; consequently, a halo of romance will be thrown over every thing, and inspire refreshment of body and soul. Allow the youngest children, supposed to be incapable of much labor, to join in the work of love; asking their advice, and listening to their cunning little suggestions. If a picture is to be hung, put them on the hanging committee; let them hold the step-ladder, pass the hammer, tacks, &c. This will bring out the generous impulses of their little hearts, and make them feel their responsibility in the glorious work going on. If a pretty flower is growing in an unsightly jar, let some of the children cover it with some pretty handiwork of their own, showing the practical application of the pretty things they make. Thus the first principles of self-activity of body and mind will be gradually brought forward, and they be

introduced step by step to the beautiful, good, and true, developed under intelligent guidance."

Mrs. Thorpe also speaks of a holiday given to the children of the Kindergarten of the Angora Home, by Dr. Kerlin, who invited her to bring them to the beautiful grounds of the training school in Media, where he gave them a kind reception. In that institution, where the science of education is studied more profoundly than anywhere else perhaps, Mrs. Thorpe also has the advantage and happiness of passing her vacations, helping and being helped.

ADVANCED STAGES OF THE FRÖBEL EDUCATION, AND SCHOOL-GARTENS.

FRÖBEL considered the Kindergarten so much the most important era of education — both on account of its difficulty for the teacher, and because it was the beginning for the child — that he devoted the last best years of his own life *exclusively* to preparing kindergartners, himself playing with the children as he would have them do. But his full scope was "*the education of mankind.*" His Kindergarten leads up to an intermediate class, in which, while children, for a part of the time, play with the fifth and sixth gifts, and carry to great perfection "the occupations," they are taught to read and write; and this, in its turn, gives place to more advanced schools of instruction (book schools and work schools), in which the play is succeeded by work, that demands a denial of the play impulse for the time being.

Such a school has been established in connection with the Kindergarten and Intermediate Class, at 52 Chestnut Street, Boston; and is kept by Mr. Whittemore, who has faithfully studied Fröbel's science and art, both in America and Europe, with the view of co-ordinating his school with the Kindergarten. And the result is highly satisfactory to the parents of the children.

But, by the side of this book-school, Fröbel proposed that there should be instituted what he called a school-garten, in which the play principle should give the law as in the Kindergarten; since that must needs be denied action in the schools of instruction, but must have its place if the whole life is to be healthy, — a principle he is the first educator since Plato to emphatically enunciate; though it is evident that the ancient Romans, as well as Greeks, recognized it, their name for school-master being *Magister Ludorum* (Master of Sports).

From some late movements in American cities (appropriations for play-grounds in Boston and New York, for instance), it seems

possible that Fröbel's idea may get expression in these school-gartens sooner and more widely than it can in Kindergartens, which will be introduced, however, by the school-gartens. There is a whole chapter — two chapters, the fifth and sixth — in the "Education by Work according to Fröbel's Principle" which describes these school-gartens; and in a note it is said, that Dr. Erasmus Schwab has so conducted them in Vienna, for the two or three last years, that the Vienna municipality has increased by doubling the public grounds for them, so salutary have they proved to the health and morals and practical ability of the school children. In the Boston "Transcript" of June 5th, there is the translation of a letter of this Dr. Schwab, from which we cull the following extracts: —

"A school garden! What is a school garden?

"Most people in Austria know the name; but all who ought to do so do not understand the thing. The school garden is not, as many people suppose, the same thing as a Kindergarten. The Kindergarten is an institution whose aim is to enlarge the home education of *children* between three and six years of age, — before the time when they are due at the school. Among its means should always be a small garden for the little ones, that they may be related with nature, and have some out-of-door work.

"The school garden, on the contrary, is a veritable garden for the school, to be taken care of by the scholars. *It should belong to every institution of education*, not merely for the school children, but also for full-grown youth who do not attend the high schools. . . . Its plan depends not merely upon the peculiar kind of educational institution with which it may be connected, — city or country school, people's school, training school for teachers, gymnasium, technical school, orphan asylum, deaf-mute school, idiot school, &c., — but upon the kind of pupils who frequent it, upon the space assigned to it (as dimensions, situation, form, quality, and ground), upon the climatic relations of the country and place, upon the pecuniary means of the community, upon the culture and social condition of the inhabitants, — indeed, upon all the conditions which life indispensably deals with. It is also clear that the school garden cannot be carried on according to any doctrinarian views, or any theorems, or in any wooden way, but that it must assimilate itself more and more to immutable circumstances; that in each particular case the ideal to be reached must be sought with circumspection and refined feeling. The conditions, for instance, in a large city are very different from those in a country town; different again in the luxuriant lowlands and the meagre mountain valleys, and on the regions three or four thousand feet above the sea. Each school, in whatever

region, may be supposed to have a school garden belonging to it, and no two precisely alike.

"If the school garden is destined to be an essential feature of the public schools, there may be more uniformity introduced into the plan, although this would be a disadvantage. It is with the school garden as with the school-house: it should be adapted to special needs. But, even under the most unfavorable conditions, it should strive to be a *résumé* of the surrounding region, its natural history and physics; and should be arranged with insight and taste, even when in the narrowest limits it may be compelled to occupy. The so-called garden ground should receive a selection of the fit representatives of the home fruits: as hoe plants, leguminous fruits; fodder; aromatic, medicinal, and commercial plants; kitchen vegetables and greens; the precious strawberry, if there is room for it; and even in large cities, orchard fruits, wall fruits, and berry bushes. Beds in lines of beauty should contain a small selection of the flowering plants of the neighboring fields and pastures, woods and mountains suitably grouped and related. In Alpine countries, for instance, a little collection of Alpine plants, suitably related. Even the most important poisonous plants of the home region should not be left out. And a school garden without our spring plants, without a rich ornamentation of our most beautiful annuals and perennials, especially roses, would be unpardonable. These ornamental beds will find their place in proportion to the space in hand. Where the conditions permit, the summer gymnasium ground should stand in the midst of the garden, surrounded by thirty or forty forest-trees. Under the shade of these lofty trees, the girls will enjoy their summer instruction in various handiwork. The characteristic and useful growths of the large school garden also offer the required places for the breeding of the singing birds; and nest baskets can also be placed in the trees.

"In Vienna and other large cities, it is true that our trees and most important shrubs stand only in tubs and flower-pots; but our children will not remain injuriously or shamefully ignorant of our glorious nature. A charming bower, even in Vienna, will require but little space; and this will afford a morsel of that poesy which the school garden, even with moderate means, carries into the life of our darlings, — our dearest treasures. If space and water are there, if nothing more than a fountain, the school garden can be of ravishing beauty, — a rich source of cultivation and pure childish pleasures.

"A school garden, according to the space it occupies, will afford to the school children and others means of observation and a fulness of delight which, alas! were not granted to the youth of the present grown-up generation. But it also will teach what can only

be indicated here for want of room. Even in narrow limits, it may give the *habitat* and natural movements, not only of the land animals, but of those of the water, which are so dear to the hearts of children, and educate them to be friendly to animals in the best sense of the word. Many important things in the mineral kingdom may also find a place here, and also the elements of physical science. Children truly live in the school garden. They soon forget what they study in books, but never forget what they have *lived*.

"The school gardens of the present day in Austria offer to hundreds of noble teachers the opportunity to learn, by their own experience, not only almost all the subjects of instruction for the people's schools, but many things which people do not dream of.

"If not in too small a compass, they are specially valuable as a means of improvement to them, while giving to children great general, social, and small special fields of labor; ministering on one side to the social sentiment, and on the other to the natural love of personal activity, and thereby cultivating the best roots of human civilization. The school garden makes the task of the school lighter, not heavier; it is of priceless value, indeed, both to teachers and pupils. It enables the teacher to teach with unity of purpose, freshness of life, and practical ability, and to occupy himself with specialties. Indeed, it alone makes possible for the public schools a rational method of intelligent instruction in natural history, now considered indispensable to the human race. [Note. The author wishes to remark here, that he is not a naturalist. His own department of study is in quite a different field.]

"The school garden, in the most modest degree, is practicable for all public schools; perhaps only as a window garden in the schoolroom, or the planting of the gymnasium ground (the right idea being in the mind), or even by only filling some spot in the sunny corridor of the school-house with flower-pots. In the city school garden, the roomy, airy, tree-shaded gymnasium ground can take the place to the children lacking home gardens, for purposes of health, and for protection from injurious solitary pleasures, or the dangerous amusements of the streets.

"The province of the *country* school garden is to awaken and cultivate in all the children the love of the beautiful in nature, as as well as of gardening; and to give to individuals so inclined the opportunity to acquire a knowledge of fruit, vegetable, and flower culture, according as sex, skill, and inclination may determine. Indeed, the country school garden should be adequate to instruct in all agricultural pursuits. Ordinarily, they furnish the means for an experimental, not scientific, knowledge of the natural history of the home region; and the training in original thinking by the con-

templation of living nature, and the awakening of the sense of beauty largely developed *in a whole people*, form a capital of inestimable worth. But the highest purpose of the school garden is, after all, for the school-master, — that friend of humanity whose beneficent influence, if earnestly exerted, is so powerful over the feelings and character of children. Yes, the school garden is a planting ground for the observation of nature, for pleasures noble in themselves, for the culture of the understanding and of the sense of beauty, for the promotion and growth of the social sentiment, for better morals, for a vigorous development of body, — in short, for the highest welfare of the community. It is an ideal thought, made applicable to the completion of life as a whole, and related to real life in order to advance the general welfare, materially, intellectually, and morally.

"For more than a century, thinking pedagogues have been seeking to embody the thought of the school garden in some practicable method. It was lying near and is simple in itself; but they did not succeed in finding a practicable form for it. . . . Sweden had in 1871, in its 7,528 public schools, *two thousand school gardens:* but this was only in the country schools, and only for definite practical aims; so that the Swedish school gardens stand now only at that point which some better ones in Bohemia and Silesia had attained before the time of our new school laws. Austria, on the contrary, takes the first rank in this means of education, breaking the way for other civilized countries. In the Vienna Exposition, Austria set an example to her contemporaries of a complete school garden (a moderately large country school garden) in actual operation; and showed how easily, and at what reasonable cost, it could be carried on.

"If the teacher, upon whom every thing ultimately depends, is freed from the burden of all other offices, as with us; if the theory and practice (*wissen und können*) of his calling are intermingled in the requisitions of the training schools, or in the various courses of supplementary instruction; if he is powerfully supported by the community and by cultivated men; above all, if the school garden is properly related to the public school, and enriched with means of instruction and education, — he can work in that field with great results. The public can easily be enlightened to the point of appreciation and co-operation, by precepts published in popular newspapers, journals, and fugitive pamphlets, by the diffusion of what are called "normal plans" (which embody the idea of the school garden), by good statements and directions issued with these plans, by short instructions from the municipal governments, and by visitations to really good working school gardens. Good experiments take the precedence of all other means of information upon this subject.

. . . All our institutions for the training of teachers must be provided with school gardens, as the country seminaries of lower Austria already are. *Province after province is making appropriations for the purpose.* Little *Silesia* has to-day *two hundred and forty-five school gardens*, thirty-six of late date especially fine ones; its older ones are being newly arranged, and it is laying out six new ones. *Mehren* is stirring in a very thorough manner. *Bohemia* is preparing to make it a municipal institution, and the smaller States are waking up for the first time. *Galicia* has shown praiseworthy activity in two of its districts. In a few years the districts of Mielek and Jaroslaw will be sown with the most beautiful school gardens, each one of which is to include an ornamental house garden. In *Steiermark* already a magnificent number have been established, forty-two of them by the efforts of the Agricultural Society. *Siebenburgen* is now laying out its first one in Hezeldorff near Mediasch. Fifty public-school teachers will annually carry through a practical eight days' course in April, and a theoretic course of two weeks in August (among the first fifty teachers are thirteen of the Roumanian Greek Church). Lower Austria has hitherto been behindhand; but on the 27th of August, 1875, the Common Council decided to lay out school gardens wherever space could be found for them, and next year this will be done. A fine school garden of seventy square metres has been located in a sunny place, in which woody growths are cultivated in flower-pots. It is to be hoped that all common councils will feel that it is specially important for the suitable education of the female sex that all the girls' schools shall be provided with school gardens, and that all the country councils will hold fast to the thought that even the smallest school garden shall not be cultivated merely for its profits. The seminaries can obtain seeds gratis from the botanical garden of Vienna, which furnishes so many small botanical gardens outside, and even those of foreign countries.

"Herr Max Machanek (a manufacturer at 16 Elisabeth Strasse, Vienna 1) has done great service for the rapid spread of school gardens, by sending gratis, to every community that wishes for it, a very beautiful and perfect plan which he has made. Herr Machanek has been acquainted with my ideas upon the subject ever since 1870, when he brought out his charming plan for my first edition of 'The School Garden.' He consults me in reference to every plan he makes, and allows me to criticise his sketches before he puts in the colors. He is so broad in his good-will, that in many cases he has sent two of his seven plans to different communities, that they may choose between them. This spring, for example, *thirty* thoroughly worked-out plans have been sent by him into eight different provinces of the crown.

"Upon Austrian ground was first thought out the idea, in every possible relation and direction. All sound thoughts upon the subject will soon be a common possession of European humanity; and a well-considered thorough reform of the whole subject of education and instruction is now in preparation in all Europe. The school garden, as Austria has already carried it into operation, has excited the most lively interest and the most cordial co-operation of thinking men in the whole of Germany, and it can only be a question of time when it will be universally adopted there."

Dr. Seguin is very active in promoting those play-grounds planned in New York. We think educators and municipalities all over America should see to their introduction. The play principle can thus be taken captive by law and order, and prevented from taking on the forms of gambling in business and politics, in sheer lack of object.

This play principle is simply the rush of original life, which eternities are not to exhaust; and the great object of all education is to give it right direction from the first. It may become evil force; it cannot be annihilated.

THE following we were especially pleased to find in the "New England Journal of Education," because it suggests

A PREVALENT MISTAKE AND ITS REMEDY.

An English correspondent writes, under date of July 14, from Manchester, England: "A clergyman once asked me if there was some *secret* in Fröbel's system which was carefully guarded by disciples of it; for he had asked so many times for information, and could get nothing but generalities, expressed in language as impenetrable as *the ideas*." The writer adds, that it seems to her that "accounts of *lessons actually given*, in conversations held in the Kindergartens, would be a better means of addressing the system to the practical English mind, than abstract essays on the subject."

The unfortunate impression that the system is some mysterious, transcendental *secret*, has arisen from the conscientious jealousy of kindergartners lest the perfection of the *Kindergarten proper* should be sacrificed. But Fröbel's own idea was the broadest application of his principle to the *education of mankind* (the title of his first book).

The Kindergarten is the transition era from the nursery to the school; and it is certainly true that the sympathetic nursery dis-

cipline, which is the characteristic of a good Kindergarten, must be in a measure given up, when the children *go to school*, and the full gratification of the *play-principle* be transferred to the hours of *recreation*, which Fröbel proposed should be supervised and regulated, so that amusement should be *refined* and *diversified*, to make *that* also educative of the human *versus* the brutal, — an idea of his which has been extensively carried out and developed, during the last few years in Europe, by the school-gartens established and multiplying in Germany at present.

It is another great mistake to suppose that the study of Fröbel's idea and method should be confined to Kindergartens. Every normal school in the land, and all girls' schools, should have classes in the science of education, and include in the curriculum the study of Fröbel, to a certain degree.

And let me suggest, that this can be done at small cost. Milton Bradley, of Springfield, publishes, for two cents apiece, and $1.00 a hundred, a small pamphlet of twelve pages, called "Kindergarten Culture," which ought to be *learned by heart* by everybody who has to do with children in any way (and who has not?). It is a complete translation (except the last ten lines) of Madame Marenholtz-Bülow's Introduction to the first edition of "Goldammer's Manual of Practice;" and begins with an analysis of child-consciousness in its process from passive impressions, through active perceptions, memory, and conception, to full *understanding* and the exercise of creative *imagination*. For, though the immediate object of the writer is to show how the "gifts" and "occupation-material," and the symbolical movement-plays, invented by Fröbel, are adapted to assist this process (by saving children from the bewilderment of chaotic impressions, and giving experimental knowledge of the laws of nature, while they are playing in and upon it for mere enjoyment), it necessarily instructs in the best methods of acquisition for all students up to the classes of the university.

To the study of this pamphlet of twelve pages, compact of thought, may be added an equally fruitful study of three of Steiger's tracts, — the *fifth*, *ninth*, and *fourteenth*. (All his tracts can be had, post-paid, by enclosing to him, at 22 and 24 Frankfort Street, New York, two three-cent stamps; for he gives them away.) And any normal school, school-teacher, or mothers' union, could, for $1.25 (70*c.* to Steiger and 50*c.* to Bradley), get fifty copies of each of these tracts, and by their means spread a good understanding of Fröbel's idea of education, which is proving itself — to whoever fairly examines it — as giving the true method of development and culture, never before *scientifically promulgated*.

So much knowledge will enable every body to distinguish between genuineness and ignorant pretensions; and is essential to a liberal education to-day. To all teachers it will give "a light to all their seeing," and is, in fact, sufficient knowledge for all except *active* kindergartners. These require, over and above this general knowledge, a thorough training in *the art*, taught by experienced students of the living book of child-consciousness, together with practical experience in the work they are to suggest and superintend in the Kindergarten. PHILO-FROBEL.

[May we not be permitted to add, that our Messenger costs only $1.00 a year, and will keep readers informed of all resources of information outside of itself.]

Foreign Intelligence.

MRS. KRIEGE says, in her last letter (from Altona, Schleswig-Holstein): "A very pleasing feature here in Germany, where Kindergartens have existed for some length of time, is to see, in the pleasant evenings, in any quiet street, or place shaded by trees, all the children of the neighborhood gathered together (and German households abound in children) playing their Kindergarten games. The larger ones are generally the leaders, by turns; and very sweetly and correctly they sing. How soothing to the nerves of the passers-by! instead of the horrid shrieking and yelling or fighting that is generally heard in street gatherings of children! The children are, meanwhile, so absorbed in their play that they do not seem to notice what is going on around them, or think of being noticed themselves. Many a time have I stood and watched them, on my evening stroll along a broad walk shaded with linden-trees, and thanked God for this blessing bequeathed by Fröbel to childhood."

We copy from the "London Sunday Times" the following account of

THE QUEEN'S GRANDSON AT THE KINDERGARTEN.

A young lady, a teacher in one of the Kindergartens of the city of Berlin, told me that among her pupils she had for a time a little boy, the eldest son of the Crown Prince, and Grandson of Queen Victoria and the Emperor William. His mother, the eldest daughter of our Queen, was anxious to give her little boy the

benefit of the Kindergarten training. There were several little boys and girls in the family; but she thought it better for the little prince to meet boys of his own age. By doing this, they thought he would be less likely to feel that he should not be required to live the same boy-life that others lived. So his parents sent for this sweet young teacher, and received her without any formality; they sat down together, both father and mother, and talked to her about their son.

They had tried the experiment of having tutors for him; but he seemed to be growing exacting and selfish, desirous that very great deference should be shown to his person, and great attention to all his commands. They cared, above all things, that he should be truly noble in character; and wished this new teacher to do all she could to take out of the boy his vanity in being prince, and to impress upon him the importance of being right and true, and princely *in himself*. They wanted him to compare himself with other boys, and to see for himself that there were nobler natures, even among the children of the poor. They wished to place him where he would know other boys, that so he might come to know himself. They had chosen this little school: first, because they knew all about its teacher; and, secondly, because she numbered among her pupils children from various classes of people. Like any other father and mother, they visited her school-rooms, and the little garden where she daily gave the children lunch; and they saw how respectfully the pupils were taught to treat every stranger (for they were not told who these visitors were). So the sensible prince and princess and the sensible teacher went to work to see how they could take some of the foolish notions out of the boy prince's head.

The teacher tried a very excellent way. She crowded the notions out, by keeping his young mind so occupied with better things that he sometimes forgot that he was rich and great. In the same way, she crowded out of the mind of little crippled Max — a boy so poor that she did not take any money for teaching him — the remembrance that he was lame and ill-dressed. And, when either boy did feel the station in which God had placed him, she tried to show them both that all these outside differences were of no account in God's sight. The heavenly Father did not think any more of the boy for being strong and rich, and for living in a palace; but God expected more of him for all these things.

We happen to know of some particulars of this young kindergartner, who taught the children of the Crown Princess of Prussia (Victoria's daughter), when we were in Europe, in 1867. Her name was Nickerson.

MOTHERLINESS.

THE spirit of the true Kindergarten discipline is MOTHERLINESS, — a quality which is not confined to mothers of the body, and which, in some sad cases in this wicked world, is really lacking in them.

But there is no human heart which does not know, either by experience or by lack of experience, what this word means, incapable as it is of scientific definition. The mother, with the child in her arms, is a form of pictorial and statuesque art, found, even in the old Phœnician, Egyptian, and Persian mythologies, to express the deepest and most central idea of man, and his relation to nature and God, as the connection of those contrasts. It reappears in the first Christian scripture, — a symbol seized by Christian art, and lighting up the dark cathedrals of the Middle Ages with a truth finer than can be found in all the *creeds*.

"Like as a mother comforteth her child, will I comfort thee," is the sweetest and most expressive, "Thus saith the Lord," of all the utterances of the Hebrew prophets. We have lately seen a sermon on this text, preached by Reginald Heber Newton, of the Anthon Memorial Church, New York, which we wish we could put into the hands of every kindergartner; the most important part of whose training for her vocation is to understand the motherliness of God, which she is to embody to the little ones whom she has under her care, in order to cherish in them the only religion of childhood, — love to God and the neighbor.

To love children as God loves, and comfort them as He comforts, "upbraiding not," is "the first thing, the second thing, the third thing," in Kindergarten discipline. This alone delivers children from the fetters of finite nature; puts them in possession of all their powers; entrances their generous little hearts; saves them from what Dr. Channing used to say is "the only fatal evil, — *discouragement*." It is the only thing that can give the refinement to the feelings and manners requisite to meet the delicacy of childhood.

Does this divine motherliness lead to a weak indulgence? Certainly not. Nothing is further from it than incontinent indulgence, which does injustice to the inmost desires of the child, — who loves, beyond all things, to be kept from doing wrong; and is most grateful to be led away from his own passionate caprices, and especially from any bad habits that may have supervened from the criminal neglect or evil communications of those who should have taken care of the child in its irresponsible era.

We have illustrations of this in what one kindergartner has told us, which it is impossible to put into print, because the evil was so

great from which the poor little children were delivered, simply by seeing what an agony of heart was given to the beloved motherly kindergartner who discovered it, and to whom the children surrendered themselves, absolutely, to be helped.

Our correspondence, both with mothers and kindergartners, is rich in instances of successful cases of discipline with respect to lesser evils. One kindergartner, who has the advantage of having been a mother that has reared a family of sons and daughters, writes me: "A little boy, who had never been with children before, was not ready to *do* any thing, or speak to me; and actually remained passive and taciturn several weeks, till it became very inconvenient; and I thought it unnecessary to have him never reply to me in any way. I could see that it was not obstinacy, or any disagreeable disposition, but a practical difficulty of adapting himself to the new relations; and that he needed the help of a little direct talk to surmount the little stone in his way. So I watched for the right moment. This came unexpectedly, when we were all sitting on the floor in the ring. Not at the moment remembering that I should get no reply, I asked him a question, which, as usual, he did not answer. This made an interruption in the play, and there was no time to wait for him, or to suggest the right thing by perhaps telling something by way of example, suited to the case, as can often be done without directly pointing to the child. So I lifted him from the floor, and took him in my arms into the dressing-room, and asked him about his tongue; and what his mamma did when he asked her a question. In short, I had a nice little *tête-à-tête;* for he could talk to me easily enough when others were not listening, and I fairly established a conversational relation between us. He was happier and better for this; and was it not just as much the right thing to do, as if he were sensitive, and needed soothing, as is sometimes the case with a child?"

Certainly, the child needed a quickening of the will, by the sympathetic magnetizing of peremptory love; and a less sympathetic process would have deepened the evil, by rousing self-defence, — the most unfortunate of all things to do, and, when it becomes a habit, the cause and essence of impiety. Motherliness, the comforting quality of the Divine Love, disarms this fatal habit of self-defence, and gives the soul courage to humbly surrender itself to the guidance of the most reverent and generous thought.

The law of spiritual life is communication, generosity; but self-assertion is the opposite pole, the contrast by which individual consciousness grows. And the proper adjustment of these contrasts is just the process of life, "eternal, sacred, sure," — the bliss of childhood as well as of the heaven we look for; and no soul ever attained it without the motherly help of other human souls.

Is not motherliness *the Comforter*, *i.e.*, the Holy Spirit in which God the Father and the Son of man become *one*, overcoming, and sitting down on the throne of nature?

But this process begins in childhood, in the play of children with each other; and is to be helped by the kindergartner's living with the children, and helping them to understand themselves and each other. In the sight of God, their plays and play-things are no more trifling than the activities of business, and what are called the *prizes* of the earthly life of men. It is not what we act upon, but how we act and feel, which is what "makes the action fine," as George Herbert sang.

The word "discipline" has come to mean "punishment" in the colloquial school-language; but it originally meant the spirit of the education.

The Socratic discipline was interrogative in its method, instead of dogmatic. It respected the intellectual freedom of the disciple, and presupposed an original, God-given power of thinking, only needing guidance. The Kindergarten discipline is moral as well as intellectual, and presupposes an original, God-given power of moral self-direction, also needing guidance. All discipline implies the generous, respectful guidance of a less by a more developed person.

The spontaneity of children is guileless, but not always to good effect. The duty of a kindergartner is gently to interfere with the disorderly play of the child's activity, and suggest the direction of use, order, and beauty; and, if the child do not obey the suggestion, to enforce non-activity for the time being. For a child so loves to act, that a mere check of disorderly activity will, in most cases, be sufficient to secure a pause and moment of reflection, giving a chance for the law of the soul to assert itself. For the soul, as it comes from God, is the complex of spiritual laws, which is God's image, and of which nature in its beauty and power is the image. Indeed, a child had rather do as you suggest than to do nothing; and you must take care not to make a capricious suggestion, or an unreasonable one.

Hence the importance of the kindergartner's preparing for her vocation by studying psychology in the living book of nature, presented by any group of children and by her own soul. So she comes to realize that the child is not a plastic substance like clay, to be moulded by her will; but a spirit to be governed by an ineffable power, equally present to both teacher and taught, which it is as easy for the child to perceive as the grown-up.

None who remember their own childhood will fail to recall that sense of a double nature which made them feel certain impulses were right, and certain things were wrong, although much perplexed by the inconsistent speech and action of the grown-up.

A very little observation in a well-conducted Kindergarten will compel us "to remember that we have living spirits to deal with, which must, by most wonderful and mysterious processes, — wherein we may be agents, *wherein we cannot be principals*, — be brought to trust, to think, to hope, to know." "Those who think most earnestly of infant education, must think of adult education. . . . They cannot expect to teach infants by infants." (F. D. Maurice, "Working and Learning," p. 38.)

THE AMERICAN FRÖBEL UNION.

THE originators of this society, who met at Mrs. G. R. Russell's, in April, 1877, and subscribed, personally and by proxy, more than money enough to secure the publication (by Lee & Shepard) of the "Reminiscences of Freidrich Fröbel," were, rather inadvertently, called the *organizing* members. They did not feel competent to draw up a constitution and make the by-laws; and therefore contented themselves with choosing officers, who might meet with them and adopt a constitution, drawn up provisionally, and to be duly considered and amended by the meeting. They chose for the president Madame Marenholtz-Bülow, of Dresden, Saxony; asking her to name her acting representative (for they knew that she was personally acquainted with several persons in this country). They chose for treasurer Mr. William Agry Vaughan, Cambridge, Mass.; for secretary, Miss Anna L. Page, Danvers, Mass. (assisted, for the present, by Miss Peabody, Follen Street, Cambridge); and a large number of vice-presidents, — among whom are the honored names of Dr. Henry Barnard, of Hartford; and Superintendent B. G. Northrup, of Connecticut; Rev. Edward Eggleston, of Brooklyn, N. Y.; Rev. J. B. Harrison, of Vineland, N. J.; Superintendent M. A. Newell, of Baltimore, Md. (and President, this year, of the National Association of Educators meeting at Louisville, Ky.); Rev. Joseph S. Travelli, Chaplain of the Western Penitentiary, Alleghany City; Mr. Rudolphus Bingham, of Camden, N. J.; President Orton, of Agricultural College, Columbus; Mr. John Ogden, of the Central Normal School, Worthington, O.; Principal White, of Brooks's School, Cleveland, O.; Mrs. L. Carr, Deputy State Superintendent of California, Sacramento City; Rev. John Parkman, 20 Brimmer Street, Boston; Miss Lucretia P. Hale, 22 Ashburton Place, Boston; Mr. C. C. Perkins, 2 Walnut Street, Boston; Rev. R. H. Newton, Edward A. Spring, and Miss F. L. Macdaniel, New York; Mr. Burrows, Los Angeles; Mrs. Wm. Keppler, Galveston, Texas; Mrs. E. P. Bond, Florence, Mass.;

Walter Smith, Esq., Mr. George B. Emerson, Mrs. Safford Blake, and Mrs. Kate Gannet Wells, Boston; Mrs. R. H. Hare and Mrs. Charles Willing, Philadelphia.

We subjoin the Baroness Marenholtz-Bülow's reply to the letter asking her to be President, dated Dresden, Wiener Str. 7: —

"It has given me great pleasure to learn, through your last two letters, that you have proposed the organization of a Fröbel Society, and intend to make it an efficient instrument for the diffusion of correct ideas respecting the Kindergarten system.

"It is absolutely necessary that the true disciples of Fröbel should be distinguished from those who use his material without the slightest idea of the purpose it was designed by him to attain; and who, being ignorant of Fröbel's method, are unable to bring about educational results that the material should produce. Be assured, I am in hearty sympathy with every effort to protect the purity and *further the development* of the idea; and to avoid a mechanical application of the material by those who have not the slightest right to call themselves of the New School, — knowing nothing of what the master discovered of Nature's intent in the instincts with which childhood is endowed.

"I beg you to present to the society my sincere wishes for its progress and usefulness; and my hearty thanks for the honor they have conferred on me, by electing me its president. I will gladly be the *Honorary* President, if you think that it would contribute in any way to advance the interests of the cause we have so much at heart. But as, unhappily, I cannot at this distance *do* any thing practical to serve you, you, my dear Miss Peabody, must take the position of Organizing Secretary yourself. I am sure you will act according to Fröbel's idea, and I feel sure that I shall agree to whatever you may do or say in the society.

"Besides founding Kindergartens, the most important thing is to instruct young women in general *to be able* for the education of the next generation. I think you, in America, will succeed in this task much easier than we can here in Germany, where we are so often hindered by social laws and the rules of the government.

"I am very happy that my 'Reminiscences of Fröbel' have met your approbation; and that the society will honor them by its promotion of their immediate publication. Give also my best thanks to Mrs. Mann, for her translation of the book, which, I do not doubt, will equal her excellent translation of 'Education by Work on Fröbel's Principle.'

"I am now writing a hand-book for our own *Allgemeine-Verein* to publish; but the want of health and leisure allows only a slow progress. Besides this labor, I have a great deal to do with our

school in Dresden for the education of kindergartners. We have this year ninety-one pupils, in three divisions, very different in age; and our rooms are too small for this number, so that we must have another locality. I am also occupied with introducing our method in the Normal School here. That, next to the foundation of Kindergartens, is the most important thing for the education of the next generation. . . . Receive, once more, dear friend, my best thanks for your kindness and friendship. . . . Give my best compliments to Miss Macdaniel, whom I remember as one of my best and most zealous pupils — *partner*, rather — in my labors at Paris. . . . You must correct my bad English, and make a short *résumé* of my letter for your society and the Messenger.

"BERTHA VON MARENHOLTZ-BÜLOW."

Having chosen their officers and Honorary members, the Union met, at half-past ten o'clock, the last Thursday in August, at the New England Woman's Club-Rooms, No. 4 Park Street, Boston, to organize their society.

The venerable Mr. George B. Emerson, our oldest Vice-President, moved that Miss Peabody should be President of the meeting; which was seconded by Mr. White, of Cleveland, Ohio, and unanimously voted by those present. She then proceeded to give an account of the origin of the Society in the generosity of several ladies and gentlemen, who subscribed money to make the beginning of a fund for publication, &c.; and a society that might be the source of information generally, respecting Fröbel's Discovery of the *true method of natural development*. She said Mrs. G. R. Russell, Mrs. Pauline Agassiz Shaw, and Mrs. M. R. Fox proffered $100 each; Mrs. Louis Agassiz and Rev. Daniel Austin, $50 each; Mrs. Ida Higginson Shaw, Mrs. Professor Gray, Mrs. James Tolman, Mrs. Fenno Tudor, Mrs. G. B. Loring, Mrs. Charles Willing, Mrs. R. H. Hare, Mr. William Thaw, and Mr. Cochrane Fleming, $25 each; and Mrs. Augustus Hemmenway promised a donation. In nominating officers, they had taken care to select persons, from all over the country, who had some knowledge and conscience of the *difference* between Fröbel's Kindergarten and what has been called by Miss Coe "the *American* Kindergarten" (which is not in the line of natural development discovered by Fröbel); and to watch and guard against every thing of that kind which might hereafter arise, from the impulse of mercenary greed or a weak vanity, degrading the most sacred of human vocations to serve the purposes of temporary self-interest.

It is not to be expected, she said, that our Union can entirely

prevent this degradation, any more than the Medical and Law Schools can prevent quackery and pettifogging. But something may unquestionably be done by a combination of well-known names of the highest moral and intellectual reputation, into an authority on the side of a pure educational morality, and a science of infant psychology; to which authority, parents and others, who are in earnest to know the truth, may apply for information, when seeking for a true kindergartner or for a reliable normal teacher of kindergartners.

Miss Peabody proceeded to read the reply of the Baroness Marenholtz-Bülow, accepting the place of Honorary President of the Fröbel Union, and appointing Miss Peabody her representative plenipotentiary.

She did not read, but merely referred to, the answers of two of the Vice-Presidents, — Rev. R. H. Newton, and Miss Macdaniel (which can be found in the Kindergarten Messenger for July and August); she said others, assenting to the draft of a constitution that had been sent to them with the nomination, had replied with a simple acceptance. She then read the list of Vice-Presidents elect, and Miss M. J. Garland proposed to add to it the name of Mrs. Mary Safford Blake, which was voted. Miss Peabody then said, that, from some who had been asked to be Vice-Presidents, no reply had been received; others had expressed pleasure in being nominated, but had no time to undertake more duties; and all these we have placed upon the list of honorary members, on which are also to be found, *distinguished by a star*, those normal teachers whom we hold in fellowship, and wish to have take counsel and vote with the Society on any question, except the final one of appropriation of money, — which is reserved to those who give the money, and from whom the Financial Committee is to be selected by their own vote.

HONORARY MEMBERS.

*Mrs. M. H. Kriege	Altona, Schleswig-Holstein.
*Mrs. Kraus-Boelte	9 West 28th Street, New York.
Professor John Kraus	New York.
*Miss M. J. Garland	52 Chestnut Street, Boston.
*Miss R. J. Weston	52 Chestnut Street, Boston.
*Mrs. A. E. Gardner	154 West Concord Street, Boston.
*Miss S. E. Blow	South St. Louis, Mo.
*Mrs. John Ogden	Central Normal School, Worthington, Ohio.
*Mrs. A. H. Putnam	23 Hershey Hall, Chicago.
*Miss Sara Eddy	51 Bishop's Court, W. Chicago.
*Miss R. R. Burritt, Friends' Library,	15th and Race Sts., Philadelphia.
*Miss Emma Marwedel	High Street, Los Angeles, Cal.
*Mrs. A. K. Aldrich	Florence, Mass.

*Mrs. Louisa Pollock	1127 13th Street, N. W. Washington, D.C.
*Mr. W. N. Hailman	56 Oneida Street, Milwaukee, Wis.
*Mrs. Ella Snelling Hatch	2 Warren Avenue, Roxbury.
*Miss Anna Held	Nashua, N.H.
Miss Alice Chapin	2 Michigan Street, Indianapolis.
Miss Josephine Jarvis	140 Egan Avenue, Chicago.
Mrs. Professor Monroe	Chelsea, Mass.
Mrs. Horace Mann	Cambridge, Mass.
Mrs. G. P. Lowry	Tarrytown, N.Y.
Mrs. C. M. Severance	Los Angeles, Cal.
Mrs. M. B. Smith	Brooklyn, Alameda Co., Cal.
G. W. Stephens, Esq.	2 Phillips Place, Montreal, P.Q.
Rev. Brooke Hereford	Chicago, Ill.
G. H. Snelling, Esq.	8 Park Street, Boston.
M. Denman Ross, Esq.	Devonshire Street, Boston.
Rev. C. A. Bartol, D.D.	17 Chestnut Street, Boston.
Rev. Mr. Chaney	Hollis Street, Boston.
Rev. E. E. Hale, D.D.	Boston Highlands.
Rev. J. F. Clarke, D.D.	Jamaica Plain, Mass.
Rev. Jacob Manning	Boylston Place, Boston.
Rev. Phillips Brooks	Hotel Kempton, Boston.
Mr. J. W. Dickinson	Sec. of Mass. Board of Education, Boston.
Mr. William T. Harris	Superintendent of Schools, St. Louis, Mo.
Dr. Isaac Kerlin	Training School of Media, Pa.
Mrs. C. K. Whipple	Chapel Station, Brookline.
Miss Graves	800 18th Street, Washington, D.C.
Mr. Thomas Hunter	Of the Normal School of New York.
Mr. John Wilson	Cambridge, Mass.

This list of Honorary Members, like the list of Vice-Presidents, is open to increase; and the star may be prefixed to other names hereafter.

The Union, as such, cannot undertake to discriminate between the Kindergarten trainers indicated above, as to their *comparative excellence;* but pledges itself to make honorary members *only* of honest professors of the natural system of development, *as explained by Fröbel, versus* the professors of the so-called "American Kindergarten," which does not profess to follow Fröbel's order and principle, but invents another system and other materials.

Before we broke up, we received a telegram from Mr. and Mrs. Kraus, whom we had hoped would give the meeting the substance of their papers just read at the Educational Convention in Louisville. They were unfortunately detained by unexpected business connected with their removal from Broadway to No. 9 West 28th Street, between Fifth Avenue and Broadway, where they have greatly improved accommodations. We have had to defer — but shall print in our next number — notices of their Festival on Frö-

bel's birthday, and the closing exercises of their large class of ladies at midsummer. We hope that they will always have more than thirty ladies, as they did this year. The variety of mind in a large class insures a richer instruction. In all her classes, Mrs. Kraus has ladies studying who do not expect to make Kindergarten a profession to live by, — but who study *con amore*, from a sense that it opens into the highest strain of culture for women, whose divine vocation is spiritual motherhood.

After this list of Honorary Members was read, there was some informal conversation, questioning whether or not to go on with the meeting, which was barely a legal quorum. But as the constitution had been accepted by those absent, to whom a draft of it had been sent, it was read; as follows: —

CONSTITUTION.

I. *Name.* — The name of the society shall be THE AMERICAN FRÖBEL UNION.

II. *Objects.* — The objects of the union are (1) to spread a clear knowledge and intelligent insight into Fröbel's idea and method, and protect them from *deterioration*, by encouraging the publication of the works of Fröbel (and his chosen interpreter, Madame Marenholtz-Bülow), as a standard library for kindergartners; (2) to encourage the foundation of charity Kindergartens in destitute places and in orphanages; (3) to favor the establishment, everywhere, of parents' monthly meetings for reading and discussion of the new education; (4) to aid those persons to attain the training who are exceptionally qualified, morally and intellectually, but without pecuniary means.

III. *Membership.* — Any person making a donation of twenty-five dollars and upwards, or securing a bequest to the fund, will be considered as a LIFE MEMBER, with exclusive privilege of giving a deciding vote as to the appropriation of money. The officers chosen by them shall vote with the life members on all other questions. As soon as chosen, they, with the other members, shall choose honorary members, including all the tried and approved trainers of kindergartners, who shall immediately become equal voters with the officers upon the constitution and every thing else. Neither officers nor honorary members shall be asked to pay. Other persons may become members by paying not less than two dollars a year, one of which shall be paid as subscription to the Kindergarten Messenger, in which are to be inserted all the transactions of the Union; and any present subscriber to the Messenger, by paying one dollar more into the treasury of the Union, shall be accounted a member, having the privilege of proposing measures and questions, but having no vote.

IV. *Officers.* — The officers shall be a president, secretary, treasurer, and an indefinite number of vice-presidents, one of whom shall be chosen auditor of accounts.

V. *Quorum.* — All the members shall be duly notified of the meetings, and those who are present shall constitute a quorum; *i.e.*, if the meeting includes the president's representative, the secretary, and three vice-presidents.

VI. *Proxies.* — Any officer, except the treasurer, may depute his office privilege of voting to any other officer or honorary member, at any special meeting which he cannot personally attend; or, being apprised of the subjects to be discussed, may make a communication in writing, which shall be duly considered by the meeting.

VII. *Meetings.* — There shall be business meetings the 21st of April and the 21st of June (which were the birthday and dying-day of Fröbel); and, when it is possible, there shall be a celebration of these anniversaries, by music, and by speeches on Fröbel and the new education that he advocated; also, within three days after or before Christmas, according to special notice sent to each voting member, there shall be a meeting.

VIII. *Committees.* — The members present at the December meeting shall every year choose an executive committee, of not less than three members; and the life members shall appoint a financial committee, to advise with the executive committee and the treasurer on all matters requiring the expenditure of money.

IX. *Auxiliary Societies.* — Mothers' Unions and Auxiliary Fröbel Societies, which can meet one or more times in a month, for study of the Fröbel system and to hear lectures read, are invited to correspond with the Fröbel Union; and their reports or letters will be read and considered by the society, and, if necessary, answered by the secretary.

X. *Amendments.* — The constitution, after its adoption, can only be altered by a vote of three-fourths of the officers and honorary and life members, assembled at a meeting called for the special purpose.

Subsequently, the following By-Laws were proposed: —

I. The transactions of the American Fröbel Union shall be published in the Kindergarten Messenger; and every member is expected to become a subscriber thereto, that its continued publication may be assured.

II. Any person who can bring written evidence of being trained by one of the normal teachers named in our list, and of having had a personal experience in keeping a Kindergarten successfully for at least a year, may make application, at any public meeting of the Society, for the degree of Master or Mistress of Kindergarten Art

(M.K.). The degree of M.K.T. will be given only to those who, after due consideration of each case, are voted capable of training kindergartners in the science and art.

III. Loans may be made from the *principal* of the fund, until all Fröbel's own works shall have been added to the two volumes of the "Standard Library for Kindergartners," which has been already begun by "Education by Work, according to Fröbel's Principle," and "The Reminiscences of Fröbel."

IV. Aid granted for all other than publication purposes must be paid exclusively from the *income* of the fund.

V. The Treasurer will pay out money, only on the order of the chairman of the Financial Committee chosen by the life members.

VI. Any member of the Union may show cause, at a general meeting, for granting aid to establish a Kindergarten in an orphanage or destitute place; and, a vote being given in favor of it, the Financial Committee will revise it, and make the final decision, and the order upon the Treasurer.

VII. No aid shall be granted to any impecunious candidate for training, except on the application of one of the training teachers on our list of honorary members, who shall have examined the candidate, and also tested her by some weeks of probation. Whenever such aid shall be voted at a general meeting, the Financial Committee shall revise it, decide the question, and give the requisite order on the Treasurer.

The second of these by-laws was proposed by Mr. White, of Cleveland, who said that he thought the Society ought to give degrees only on examination; and yet it was impossible, in such a vast extent of territory as ours, to require candidates to go to any one place, as could be done in London.

In talking over the third by-law, the fact transpired in conversation, that all the works of Fröbel were translated, but could only be published if guarantee against loss were made to the publisher, as the "fit audience" was by them generally deemed too "few." The translator said she had tested the practicability of using the "Mother Plays and Cossetting Songs" in two Kindergartens; and every mother who knew any thing about the book wanted a translation published.

Miss Peabody said she thought the question of accepting the by-laws had best be put off till the December meeting; meanwhile, they could be published in the Report of the meeting she should make for the Kindergarten Messenger.

It was necessary, at all events, to put off forming the financial and executive committees, since not any of the life members were present. Doubtless, more than two-thirds of the life members would come to the December meeting; and perhaps they might have a

preliminary meeting among themselves, and appoint these committees beforehand. All the members of the Society could, in the interval, meditate on these by-laws, and perhaps meditate others; and those who may not be able to attend the meeting in December could send their written thoughts and votes.

Mr. George B. Emerson then moved, that at least the constitution should be accepted; and Mr. White, of Ohio, seconded the motion, and it was voted. Then the meeting was adjourned to Thursday, the 27th of December next.

One of the pleasantest features of the meeting was the presence of a large number of kindergartners, who broke into groups, and told each other and the members of sundry experiences. All parties agreed that the Society was timely, and much needed in order to spread a knowledge of the subject. A dozen copies of "The Reminiscences of Fröbel" were sent to the meeting, by Lee & Shepard, and eagerly bought by those who had not procured the book before.

Miss Peabody also distributed a tract, translated by Ed. Weibe, from the Baroness Marenholtz's introduction to the first edition of "Goldammer's Guide." This tract is sold by Milton Bradley, of Springfield, Mass., at a dollar a hundred. She advised that it be procured, and distributed in neighborhoods; and also recommended that people should be encouraged to send to E. Steiger (22 and 24 Frankfort Street, New York) two green postage-stamps, for which he would send, post-paid, fifteen tracts, every one of which answers some popular question on the subject; especially the tracts numbered 5th, 9th, 13th, and 14th. She congratulated the public on their opportunity to get "Fröbel's Reminiscences," of Lee & Shepard, Franklin Street, Boston, for $1.50; and "Education by Work, according to Fröbel's Principle," of Mr. Bingham, Camden, N. J., for $1.00, post-paid.

A question arising as to how the expenses of organization should be paid, Miss Peabody said, that, on the day of the first meeting at Mrs. G. R. Russell's, a friend had put money into her hands to make her a life member; but, as she was made a member of the Union by being chosen by the President as her representative, she had taken the money to pay these expenses, $15.00 of which were incurred on the 21st of April. The rest had gone for postage, except a small sum which would be enough to pay for the postal-cards that the Secretary must send to the life members, the officers, and the honorary members, to announce the meeting in December. After that, there would probably be no expenses, as all subsequent announcements, reports, &c., would be printed in the Kindergarten Messenger, for which all the members who cared to belong to the Society were expected to subscribe.

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TAKE NOTICE. — We must delay the issue of the rest of the year till December, in order to receive the money of 200 subscribers, who have not yet paid; and we wish they, and also our other subscribers, would say, before December, whether they are good for the advance pay of 1878, that we may be able to decide whether or not to go on. We have not yet obtained our 1000 subscribers.

The American Fröbel Union will publish its Reports, &c., in the Messenger, if it shall be continued. All *active* Kindergartners, who send *two* permanent subscribers, shall receive the Messenger gratis.